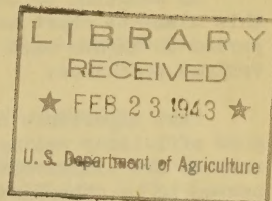


1.42
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AAA EFFICIENCY RATING ELEMENTS CHART

1.42
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Elements to be used by those who rate or
review the efficiency of employees in the Depart-
mental and Field services.



Recommendations
of the Efficiency Rating Committee
U.S. Agricultural Adjustment Agency

January 1943-

USDA
LIB

INTRODUCTION

Each year hundreds of Triple-A employees are given the regular efficiency rating as required by the law. This rating is more than putting down check, plus, or minus signs on the rating form. It is a careful estimate of the performance of the employee over a specified period of time—a considered judgment, based on objective study and observation.

Few, if any, misunderstandings between rater and employee occur where both have a common agreement regarding the requirements of the job, the standards of performance expected and the elements to be used in rating that performance.

In addition to the instructions in the Efficiency Rating Manual, this elements chart has been prepared in advance of the actual rating period to inform each rater of the elements to be used in rating the various positions.

Past experience has demonstrated that there is no royal road to good efficiency rating. What have appeared to some as short-cut methods and timesavers, permissible because of the stress of war, have proved to be otherwise. This elements chart used in accordance with instructions will save time, promote uniformity in rating standards, and insure fairness in the rating program of the Agricultural Adjustment Agency.

John T. Whalen
Chairman, Efficiency Rating Committee
Agricultural Adjustment Agency

INSTRUCTIONS

- 1 - Decide on the set of elements you should use in rating the individual. Place the code number for the position occupied by the employee to be rated in the upper right-hand corner of the rating form. The code numbers are listed in this chart beginning on page four.

It is not practical to list all positions in the Triple-A. If the position you are rating is not on the chart, mark "special" in the right-hand corner of the rating form. Every effort should be made to use the elements listed on this chart.

- 2 - Any deletions or additions to the particular set of chart elements should be made by crossing out or by underlining, using red ink. Explanation of any deviations or deletions must be made on the back of the rating form.
- 3 - Circle in black ink on form 51 the numbers of all elements to be rated.
- 4 - Underline in black ink all especially important elements.
- 5 - After indicating the plusses, checks, and minuses, add them up and place the score in the space immediately below the list of elements ending with No. 20.

Here is a sample recording of total scores: $\cancel{45} \sqrt{2}$ | $\cancel{46} \sqrt{3}$.

The vertical line which you will draw separates the scores made on the underlined elements from the scores of the non-underlined elements. This summary helps you check the accuracy of your figures and is a timesaver for those who review your work.

- 6 - Proceed with the rating as outlined in the Efficiency Rating Manual.

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CODE NUMBERS, POSITIONS AND RATING ELEMENTS

Code Number	Position	All Elements To Be Rated and the Especially Important Elements To Be Underlined
1	Administrative Section, Chief	<u>3</u> , <u>5</u> , 8, 9, 10, <u>14</u> , <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 23, 24, <u>25</u> , 26, <u>27</u> , <u>28</u> , 29, <u>30</u> , 31
2	Administrative Section, Chief, State Agricultural Conservation Office	<u>3</u> , <u>5</u> , <u>8</u> , 8, 9, 10, <u>12</u> , <u>14</u> , <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 23, 24, <u>25</u> , <u>26</u> , <u>27</u> , <u>28</u> , 30, 31
3	Administrative Unit, Head	<u>3</u> , <u>5</u> , 8, 9, 10, <u>14</u> , <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 23, 24, <u>25</u> , 26, <u>27</u> , <u>28</u> , 29, <u>30</u> , 31
4	Audit Clerk	3, 4, 6, 7, <u>8</u> , <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
5	Audit Section, Chief	<u>3</u> , <u>5</u> , 8, 9, 10, 12, <u>14</u> , 15, <u>16</u> , 17, 18, <u>19</u> , 23, <u>24</u> , <u>25</u> , <u>26</u> , <u>27</u> , 29, <u>30</u> , 31
6	Calculating Machine Operator	3, 4, 6, 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
7	Cartographic Engineer	5, 9, 10, 14, <u>15</u> , 16, <u>17</u> , <u>18</u> , <u>19</u> , 21, 23, <u>24</u> , <u>25</u> , <u>26</u> , 27, <u>29</u> , <u>30</u> , <u>31</u>
8	Charwoman or Janitor	1, 6, <u>11</u> , <u>16</u> , <u>19</u> , 20
9	Chief or Assistant Chief, A.A.A.	<u>9</u> , <u>10</u> , <u>15</u> , 16, 17, 18, 19, <u>21</u> , <u>22</u> , 24, <u>25</u> , <u>27</u> , 29, <u>30</u> , <u>31</u>
10	Chiefs and Assistant Chiefs of Sections Administering Programs	3, 9, 10, 14, 15, <u>16</u> , <u>17</u> , 18, <u>19</u> , <u>21</u> , <u>22</u> , <u>24</u> , <u>25</u> , 26, <u>27</u> , 29, <u>30</u> , <u>31</u>
11	Claims Section, Chief	<u>3</u> , 6, <u>8</u> , 9, 12, 14, <u>16</u> , 17, 18, <u>19</u> , 23, <u>24</u> , <u>25</u> , <u>26</u> , 27, 30

Code Number	Position	All Elements To Be Rated and the Especially Important Elements To Be Underlined
12	Clerk	<u>3</u> , 4, 6, 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
13	Clerk, supervisor	<u>3</u> , 4, 6, 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u> , <u>24</u> , <u>25</u> , <u>26</u>
14	Clerk-Stenographer (Supervisor)	<u>3</u> , <u>8</u> , 9, <u>14</u> , <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , <u>24</u> , <u>25</u> , <u>26</u> , 27, 30
15	Clerk-Stenographer	1, 3, <u>4</u> , <u>6</u> , 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
16	Clerk-Typist; Under, Junior, and Senior Typist	1, 3, <u>4</u> , <u>6</u> , 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
17	Computing Unit, Head	<u>3</u> , 6, <u>8</u> , 9, 12, <u>14</u> , <u>16</u> , 17, <u>19</u> , 24, <u>25</u> , <u>26</u> , 27, 30
18	Correspondence Unit, Head	<u>3</u> , 6, <u>8</u> , 9, 10, 12, 13, 14, <u>16</u> , 17, <u>19</u> , <u>24</u> , <u>25</u> , 26, 27
19	Directors or Assistant Directors of Divisions	<u>9</u> , <u>10</u> , <u>15</u> , 16, 17, 18, 19, <u>21</u> , <u>22</u> , 24, <u>25</u> , <u>27</u> , 29, <u>30</u> , <u>31</u>
20	Economist, Agricultural	<u>3</u> , 5, <u>6</u> , <u>8</u> , 9, 10, 11, <u>12</u> , 14, <u>16</u> , 17, 18, <u>19</u>
21	Examining Unit, Clerk	<u>3</u> , 4, 6, 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
22	Examining Unit, Head	<u>3</u> , 6, <u>8</u> , 9, <u>12</u> , 14, <u>16</u> , 17, 18, <u>19</u> , <u>24</u> , <u>25</u> , 26, 27, 30
23	Executive Assistant and Deputy Executive Assistant	<u>5</u> , 8, <u>9</u> , <u>10</u> , <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , 21, <u>22</u> , 23, <u>24</u> , <u>25</u> , <u>26</u> , <u>27</u> , <u>28</u> , <u>29</u> , 30, 31
24	Farmer Fieldman	<u>3</u> , 5, <u>9</u> , <u>10</u> , 12, 14, <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 22, <u>24</u> , <u>25</u> , <u>26</u> , <u>27</u> , 28, <u>29</u> , <u>30</u>

Code Number	Position	All Elements To Be Rated and the Especially Important Elements To Be Underlined
25	Farmer Fieldman (Trainee)	3, 5, 2, <u>10</u> , 11, 12, 14, <u>15</u> , <u>16</u> , 17, 18, <u>19</u>
26	Farmer Fieldwoman	3, 5, 2, <u>10</u> , 12, 14, <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 22, <u>24</u> , <u>25</u> , <u>26</u> , <u>27</u> , <u>30</u>
27	File Clerk	4, 6, 7, <u>11</u> , 12, 13, <u>16</u> , <u>19</u>
28	Fiscal Accountant	<u>3</u> , 4, 5, 6, 7, <u>8</u> , 9, 11, 13, <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 23
29	Fiscal Accounting Clerk	3, 4, 6, 7, 11, 12, <u>16</u> , <u>19</u>
30	Fiscal Section, Chief	<u>3</u> , 5, <u>8</u> , 9, 10, 12, 14, 15, <u>16</u> , 17, 18, <u>19</u> , 23, <u>24</u> , <u>25</u> , <u>26</u> , <u>27</u> , 29, <u>30</u> , 31
31	General Files Unit, Head	3, <u>6</u> , 8, 9, 11, 12, 14, <u>16</u> , 18, <u>19</u> , <u>24</u> , <u>25</u> , 26, 27
32	Grain Testing Laboratory, Chief	2, <u>3</u> , 5, 7, <u>8</u> , 9, <u>12</u> , 14, <u>16</u> , 17, 18, <u>19</u> , 23, 24, <u>25</u> , 26, <u>29</u> , <u>30</u> , 31
33	Grain Testing Laboratory, Assistant Chief	1, 2, <u>3</u> , 6, 7, <u>8</u> , 9, 11, <u>12</u> , <u>16</u> , 17, 18, <u>19</u>
34	Guard	7, 9, <u>11</u> , 14, 15, <u>16</u> , <u>19</u> , 20
35	Information Assistant	<u>3</u> , 5, 6, <u>8</u> , 9, <u>10</u> , 11, <u>12</u> , 13, <u>14</u> , <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , 23, 25, 30
36	Information Clerk	3, 4, 6, 7, 9, <u>10</u> , <u>11</u> , 12, <u>13</u> , 14, <u>16</u> , 17, 18, <u>19</u>
37	Junior Administrative Assistant (Administrative)	3, 5, <u>6</u> , <u>8</u> , 9, <u>10</u> , 11, 12, 14, 15, <u>16</u> , 17, 18, <u>19</u>
38	Junior Administrative Assistant (Programs)	3, 5, <u>6</u> , <u>8</u> , 9, <u>10</u> , 11, 12, 14, 15, <u>16</u> , 17, <u>18</u> , <u>19</u> , <u>23</u>
39	Marketing Quota Section, Chief	3, <u>5</u> , 8, 9, <u>10</u> , 12, 14, <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , 21, <u>22</u> , <u>23</u> , 24, 25, 26, <u>27</u> , 29, <u>30</u>

Code Number	Position	All Elements To Be Rated and the Especially Important Elements To Be Underlined
40	Marketing Specialist	3, 5, 6, 9, 10, 11, 12, 14, <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 22, 23, 24, <u>26</u> , 27
41	Messenger	<u>6</u> , 7, <u>11</u> , <u>12</u> , 15, 16, <u>19</u>
42	Mimeograph Operator	<u>1</u> , 3, <u>4</u> , 6, 7, <u>11</u> , <u>12</u> , 13, 16, <u>19</u>
43	Personnel Unit, Head	3, 6, 7, 9, 12, 14, <u>15</u> , <u>16</u> , 17, <u>19</u> , 24, <u>25</u> , <u>26</u> , 27
44	Performance Section, Chief	3, 5, 6, 8, 9, <u>10</u> , <u>12</u> , 14, <u>15</u> , <u>16</u> , 17, 18, <u>19</u> , 22, <u>23</u> , <u>24</u> , <u>25</u> , <u>26</u> , <u>27</u> , <u>29</u> , 30, 31
45	Photographer, Senior (Supervisor)	<u>3</u> , 4, 5, 6, 9, 10, <u>11</u> , 12, 14, <u>16</u> , 17, 18, <u>19</u> , <u>24</u> , 25, <u>26</u> , 27, <u>29</u> , 30
46	Photographer, Senior	1, <u>3</u> , 4, <u>6</u> , 7, 8, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>17</u> , 18, <u>19</u>
47	Photographer	1, <u>3</u> , 4, <u>6</u> , 7, 8, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>17</u> , 18, <u>19</u>
48	Photographer, Assistant	1, 3, 4, 6, 7, 8, 11, 12, <u>13</u> , <u>16</u> , <u>19</u>
49	Photographer, Junior or Under	3, 4, 6, 7, 11, <u>13</u> , <u>16</u> , <u>19</u>
50	Program and Commodity Specialist	3, <u>5</u> , 8, 9, <u>10</u> , 12, 14, <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , 21, <u>22</u> , <u>23</u> , 24, 29, <u>30</u>
51	Program and Commodity Specialist (Trainee)	<u>3</u> , 5, 6, 7, <u>8</u> , 9, 10, 11, 12, 14, <u>15</u> , <u>16</u> , 17, 18, <u>19</u>
52	Program and Commodity Specialist (Junior)	<u>3</u> , <u>5</u> , 8, 9, <u>10</u> , 14, <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , 21, 22, 23, 24, 29, <u>30</u>
53	Property and Supply Unit, Head	<u>3</u> , <u>6</u> , 8, 9, 14, 15, <u>16</u> , 17, <u>19</u> , <u>24</u> , 25, 26, <u>28</u> , 30

Code Number	Position	All Elements To Be Rated and the Especially Important Elements To Be Underlined
54	Receiving Unit, Clerk	4, <u>6</u> , 7, <u>11</u> , 12, 13, <u>16</u> , <u>19</u>
55	Receiving Unit, Head	3, <u>6</u> , 7, <u>11</u> , 12, 14, <u>16</u> , 17, <u>19</u> , 24, 25, <u>26</u> , 27
56	Review Unit, Clerk	3, 4, 6, 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
57	Review Unit, Head	<u>3</u> , <u>6</u> , <u>8</u> , 9, <u>12</u> , 14, <u>16</u> , 17, 18, <u>19</u> , <u>24</u> , <u>25</u> , 26, 27, <u>30</u>
58	Scheduling Unit, Head	3, 6, <u>8</u> , 9, 11, <u>12</u> , 14, <u>16</u> , <u>19</u> , 24, 25, 26, <u>27</u>
59	Secretary	<u>1</u> , 4, <u>6</u> , 7, 9, 11, <u>15</u> , <u>16</u> , 17, 18, <u>19</u>
60	Senior Administrative Assistant (Administrative)	3, 5, 6, 8, 9, <u>10</u> , 11, 12, 14, 15, <u>16</u> , 17, 18, <u>19</u> , <u>24</u> , <u>25</u> , 26, 28, 29
61	State Agricultural Conservation Committee, Advisory Member	<u>5</u> , 8, 9, <u>10</u> , <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , <u>21</u> , <u>22</u> , 27, 29, <u>30</u> , 31
62	State Agricultural Conservation Committee, Chairman	<u>5</u> , 8, 9, <u>10</u> , <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , <u>21</u> , <u>22</u> , 24, <u>25</u> , 27, 29, <u>30</u> , 31
63	State Agricultural Conservation Committee, Member	<u>5</u> , 8, 9, <u>10</u> , <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , <u>21</u> , <u>22</u> , 25, 27, 29, <u>30</u> , 31
64	Statistical Clerk	3, 4, 6, 7, 11, 12, <u>16</u> , <u>19</u>
65	Statistical Section, Chief	<u>3</u> , 5, 7, <u>8</u> , 9, 10, 12, 14, 15, <u>16</u> , 17, 18, <u>19</u> , 23, <u>24</u> , <u>25</u> , <u>26</u> , <u>27</u> , 29, 30, 31
66	Stenographer, Junior or Senior	1, 4, <u>6</u> , 7, <u>11</u> , 12, <u>13</u> , <u>16</u> , <u>19</u>
67	Unit Head in Administering Programs	3, 5, 8, 9, 10, 12, <u>14</u> , 15, <u>16</u> , 17, 18, <u>19</u> , 22, <u>23</u> , <u>24</u> , <u>25</u> , <u>26</u> , 27, <u>29</u> , 30, 31

EXPLANATION OF ELEMENTS, RATING FORM 51
AAA EFFICIENCY RATING PROGRAM, 1943

- 1 - Maintenance of equipment, tools, and instruments
Does working equipment show evidence of cleanliness, order, and good housekeeping?
- 2 - Mechanical skill
Does employee demonstrate ability to manipulate mechanical devices? Does his performance show that he understands and can use the types of machines needed on his job?
- 3 - Skill in the application of techniques and procedures
Ability to apply methods in a given situation. This involves the selection of the best techniques and methods of procedure (but not devising such procedures) and the adaptation of methods to the job.
- 4 - Presentability of work (appropriateness of arrangement and appearance of work)
Are the margins, indentations, underlinings, outlinings, columns, figures, or similar items that contribute to approved form and style, carefully and neatly done? Is the letter, picture, outline, or chart arranged so that the purpose or idea is more readily understood?
- 5 - Attention to broad phases of assignments
The employee's performance indicates his understanding and appreciation of the larger purposes and objectives of the Department, the Agency, and his Division or Section. He sees beyond the day's assignment.
- 6 - Attention to pertinent detail
Attention to the fine points of the job. Inattention to these pertinent points would result in a mediocre job or failure.
- 7 - Accuracy of operations
There has been little wasted time or equipment in each operation of the job. Each step in the assignment has been correctly followed.
- 8 - Accuracy of final results
The completed job shows that the proper answer or result has been achieved or has been "hit squarely on the nose." This does not have reference to intervening steps in the assignment but to this question, did he get the right answer?
- 9 - Accuracy of judgments or decisions
Where an assignment calls for weighing, deciding, choosing, and putting "two and two" together to give the right answer, the individual is to be rated on the accuracy of his choices and judgments.

10 - Effectiveness in presenting ideas or facts

This element has reference to those jobs where somebody frequently has to tell somebody something. Does the employee have good telephone habits? Are his letters or verbal instructions complete, concise, clear, correct, and appropriate in tone? Does he obtain the desired response from his presentation? Does he accomplish the general purpose of his written or oral messages?

11 - Industry

To what extent does the employee apply himself to the job? Is there a flow of physical and mental energy from the employee to the job? Is he busy all the time? Industry has reference to the flow of energy. The employee's attitude indicates that he thinks he is busy. In this element we do not measure the quality or amount of work. These performances are measured elsewhere.

12 - Rate of progress on or completion of assignments

This measures the time element only. How quickly does he finish a given assignment? Not how much or how well, but with what speed does he perform?

13 - Amount of acceptable work produced. (Is mark based on production records?)

If based on production records, measurement of this element will be comparatively easy. In other types of jobs the volume of acceptable work during a given period will have to be established by the supervisor or the section chief.

14 - Ability to organize his work

Does he understand how to put first things first? Does he have a plan or does he let circumstances govern him? Does he show that he can set up day-to-day objectives and tie these objectives together into a whole scheme or outline? (This element has reference to planning the individual's work program rather than the execution of the plan; however execution of the plan may or may not demonstrate ability along this line. A well-organized plan might be poorly executed.)

15 - Effectiveness in meeting and dealing with others

Is he friendly? Does he have a sympathetic understanding of people? Do people like to be around him? Does he command respect and confidence? Can he say "no" when necessary and have people like it?

16 - Cooperativeness

Is he willing to contribute to programs which may not benefit him personally? Is he willing to lend a hand to help on an assignment even though he may not fully understand or favor it? Is he willing to stay after work when it is necessary to complete an assignment even though this may not be a requirement of the job? Is he a good sport? Is he willing to compromise on items which do not involve principle or conscience?

17 - Initiative

Is a self-starter, not afraid to proceed. Makes pertinent suggestions even though not required to do so. Does not have to be told what to do each step of the way. Has confidence and self-esteem.

18 - Resourcefulness

Ingenious, makes most of what is available. Sees and makes use of best ways and means of utilizing materials at hand. When one method will not work he has other effective methods and ideas in stock.

19 - Dependability

There when needed, "on the job," keeps appointments, promises, and other obligations important to the progress of the work.

20 - Physical fitness for the work

Able to do hard manual labor: lifting, carrying, pulling, pushing, sweeping, mopping, cleaning, and standing guard. This element not to be used except in positions where physical labor is an important factor.

21 - Effectiveness in planning broad programs

Evidences ability to stress key points, tying them together in one united effort. His planning shows balance and proportion and is based on long-range and all inclusive objectives.

22 - Effectiveness in adapting the work program to broader or related programs

He sees the larger objectives of A.A.A. and shapes the immediate job to reach this goal. His present work program is not in conflict with, nor does it duplicate other programs. He adjusts his work when necessary and brings it to the level of most effective operation to reach these larger objectives. He is not a slave to set procedure.

23 - Effectiveness in devising procedures

Does he understand that there is a right and wrong way of doing a job? Can he analyze a problem or job to be done? Does he sense the importance of written as well as verbal instructions? Does he use effective language? Is he correct as to general content and as to form and style? Does he keep in mind the purpose of the procedure, to whom it is written and the likelihood of future changes in the procedure?

24 - Effectiveness in laying out work and establishing standards of performance for subordinates

Does he have a work plan? Does it work? Did his subordinates have a part in laying out such a plan? Is there general understanding as to quality and amount of work expected? Are the standards of performance in the efficiency rating system thoroughly understood?

25 - Effectiveness in directing, reviewing, and checking the work of subordinates

Does his work indicate movement towards a definite purpose? Does he arrive at designated objectives and goals? Does he have and effectively use a procedure for quickly taking a sample of the work being done? Is he able to make a progress report when it is asked for?

26 - Effectiveness in instructing, training, and developing subordinates in the work

Has he conducted a survey to discover his training needs? Does he see the learner's viewpoint? Does he set up proper learning situations? Has he made a definite inventory of the characteristics of his employees? Does he take the time required to instruct and train new employees? Does he see that understudies are developed?

27 - Effectiveness in promoting high working morale

Is he conscious of employee attitudes? Does he have a system for measuring these attitudes? Does he give credit where credit is due? Does he win respect by fairness, by loyalty to principle, and by having a thorough knowledge of his job? Do his employees generally feel that they are working for a good agency and a good boss?

28 - Effectiveness in determining space, personnel, and equipment needs

Is he aware of the space requirements of the program? Does he know how to measure his needs for space and equipment? Is he familiar with personnel procedures? Does he anticipate and prepare for personnel needs?

29 - Effectiveness in setting and obtaining adherence to time limits and deadlines

Does he know the value of timing the work? Is he time-conscious? Does he point out clearly the value of deadlines? Does he help those under him to see why they failed to get their work in on time? Does he follow up on his assignments with respect to time? Does he secure from his employees a desire to be on time? Does he make it important to be on time? Is he always in a "stew" when the deadline approaches? Does he procrastinate and then try to do all the work at one time?

30 - Ability to make decisions

Does he have the courage to say "yes" or "no"? Can he say it with conviction and meaning? Does he give the impression that he will stand behind his decisions until he is shown to be wrong? Does he know how to assemble information for a decision? Does he recognize the time when a decision needs to be made? Is he willing to take a reasonable chance when necessary or is he always in a state of suspended judgment?

31 - Effectiveness in delegating clearly defined authority to act

Do his employees know when to act and to whom they should report? Do they know the bounds and limits of their authority? Do they know with whom they should advise when in doubt? Do they demonstrate their understanding of the rights and privileges of their jobs and balance these against the duties and obligations of their jobs?